

Factors Related to Involvement in Undergraduate Social Work Student Organizations

Thesis

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By

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## **Abstract**

Despite principles set forth by the Council of Social Work Education (CSWE), there remain students who graduate feeling unprepared for their careers. Social work student organizations can provide supplemental experiences that further shape understanding and implementation of the profession's core values and engender involvement in future social workers. Consequently, it is essential for students to participate in these organizations and necessary for research to define the factors that facilitate and restrict involvement. This study identified factors of involvement using a 37-item online survey that was completed by 482 undergraduate social work students, representing 15 of the 26 CSWE accredited BSW programs in Ohio. Social work students in this sample self-identified the most common obstacles to involvement as lack of time, scheduling conflicts, and unawareness of activities and the most common facilitative factors as exposure to experiences in social work, building one's resume, and meeting people who share a common interest. Multiple logistic regression analyses indicated that having a social work student as a mentor and being an active member in other organizations most often predicted an active member in social work organizations. The strongest indicator of a non-member was the type of institution—public institution students were less likely to participate than private institution students. Social work programs should consider further emphasizing the benefits of campus involvement, as well as student mentorship programs. Social work programs at public institutions might also consider identifying more effective avenues of connecting students, perhaps through smaller cohorts. These results will better equip social work programs to engage social work students in student organization activities that promote the profession's core values.

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## **Curriculum Vitae**

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## **Fields of Study**

Major Field: Social Work

Minor Field: Human Development and Family Science

Minor Field: Women's, Gender and Sexuality Studies

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## **Chapter 1: Statement of Research Topic**

### **Introduction**

The researcher conducted the following explanatory study with the intent to discover the facilitative and restrictive factors of undergraduate social work student involvement in social work student organizations. Social work student organizations can provide supplemental experiences for students that further shape understanding and implementation of the social work profession's core values. Defined by the Code of Ethics put forth by the National Association of Social Workers (NASW), the core values of social work are (1) Service: "social workers' primary goal is to help people in need and to address social problems"; (2) Social Justice: "social workers challenge social injustice"; (3) Dignity and Worth of the Person: "social workers respect the inherent dignity and worth of the person"; (4) Importance of Human Relationships: "social workers recognize the central importance of human relationships"; (5) Integrity: "social workers behave in a trustworthy manner"; and (6) Competence: "social workers practice within their areas of competence and develop and enhance their professional expertise" (NASW, 2008).

Undergraduate social work students can become proficient in these core values through involvement in social work student organizations. Consequently, it is essential for students to participate in these organizations and necessary for research to define the factors that both facilitate and restrict students' involvement. As a leader in The Ohio State University's College of Social Work Student Association, the researcher observed firsthand the disconnect that occurs between students learning the core values in the classroom and their implementation of those core values through involvement. The discovered facilitative and restrictive factors will better equip social work student organizations to engage social work students in activities that promote the six core values of social work.



## Statement of the Problem

### *Social Work Education and Involvement*

Accredited undergraduate programs of social work must follow the guidelines set forth by the Council on Social Work Education (CSWE). The core competencies are essential components of each undergraduate program:

- (2.1.1) Identify as a professional social worker and conduct oneself accordingly.
- (2.1.2) Apply social work ethical principles to guide professional practice.
- (2.1.3) Apply critical thinking to inform and communicate professional judgments.
- (2.1.4) Engage diversity and difference in practice.
- (2.1.5) Advance human rights and social and economic justice.
- (2.1.6) Engage in research-informed practice and practice-informed research.
- (2.1.7) Apply knowledge of human behavior and the social environment.
- (2.1.8) Engage in policy practice to advance social and economic well-being and to deliver effective social work services.
- (2.1.9) Respond to contexts that shape practice.
- (2.1.10) Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities. (CSWE, 2008)

Although programs are required to base their curriculums on these principles, there remain students who graduate from accredited social work programs feeling unprepared for the careers ahead of them. For example, a recent study found that approximately half of the sample felt their educational program did not prepare them to participate in the political system (Ritter, 2007). Despite both the educational and professional requirements for social workers to develop competencies across all system levels, social workers many times do not consider the larger

systems (Mendes, 2007). Students recognize neediness but struggle to identify oppression and thus often fail to consider human rights on the macro level (Deweese & Roche, 2001; Nandan & Scott, 2011).

Scholars propose that social work curriculums increase supplemental learning opportunities in macro practice to fulfill the requirement of competencies across all system levels (Deweese & Roche, 2001; Nandan & Scott, 2011). As a practice theory, instruction in human rights teaches social work students how to cross demographic and cultural borders while remaining respectful of the inherent importance of such group identities. These theories must continue to be incorporated into social work education in order to better engage and equip social work students for their future careers (Hamilton & Fauri, 2001; Mendes, 2007; Nandan & Scott, 2011; Ritter, 2007).

### *Social Workers and Involvement*

Research indicates that a discrepancy exists between the values espoused by social workers and their actual commitment to these values, specifically in terms of involvement beyond the classroom or workplace. The majority of this research is based on studies of social workers' involvement in the political system. While studies have proven that social workers are more active in the political system than the general public, Ritter (2007) found over half of the licensed social workers sampled in her study were considered inactive in the political system—meaning the majority of respondents participated in only four of the twelve measured political activities. In 2001, Hamilton and Fauri discovered social workers' lack of participation in more involved political actions, defined as “campaigning, personal meetings with government officials, and presenting testimony to legislative bodies” (p. 330). Aside from research regarding involvement within the political system, there is little research that explores social workers'

involvement elsewhere, a dilemma addressed by Wehbi (2010).

### *Students and Student Organization Involvement*

Extensive student affairs research highlights the importance of students' involvement in student organizations, in general. Montelongo (2002) provides a useful literature review regarding student participation in college student organizations, outlining the numerous benefits based on studies significant to the field. Involved students tend to be more satisfied with their overall college experience. Involved students reported higher quality education and better relationships with faculty, administration, and other students (Montelongo, 2002; Strapp & Farr, 2010). One study found that 65% of student organization members were enthusiastic about college, in contrast to the mere 17% of non-members. Furthermore, long-term effects of student involvement include community and civic organization membership throughout adulthood, increased dedication to one's field, and a continued influence on leadership skills (Montelongo, 2002; Strapp & Farr, 2010). In general, students who are involved in campus activities experience greater gains in cognitive and affective development, achieve greater academic success, and build crucial life skills, in comparison to students who are not involved.

A landmark study conducted by Astin (1996) documented the three most important components in college that influence cognitive and affective development—academic involvement, connection with faculty, and participation with student peer groups. Involved students scored higher on psychosocial and cognitive development scales with increased levels of critical thinking, knowledge acquisition, and decision-making and enhanced self-confidence and understanding of their own abilities and limitations (Astin, 1996). Increased achievement in academic success has also been documented in involved students, including higher grades and stronger college retention rates (Astin, 1984; Strapp & Farr, 2010).

Studies have demonstrated that involved students cultivate greater abilities to create education, career, and lifestyle plans, in addition to the cultivation of leadership and interpersonal skills. Students desire opportunities to develop leadership and work-related skills. Strapp and Farr (2010) discovered a relationship between involvement in clubs and organizations and satisfaction with job market preparation, indicating that student organizations are a viable resource for skill building. Astin (1984) found that the development of skills was directly correlated to the hours per week students spent participating in student clubs and organizations. Despite the proposal that students' quantity and quality of time invested in involvement precludes personal development and learning (Astin, 1984), Foubert and Grainger (2006) found that there was no difference between joining an organization and leading an organization. However, the study also notes that this may be a result of a limitation, since the development of humanitarian values or civic involvement was not measured—two factors documented to increase with leadership experience. In much of the literature it is difficult to determine if organizations cultivate more developed students or if students who are more developed naturally gravitate to organizations (Foubert & Grainger, 2006).

#### *Social Work Students and Social Work Organization Involvement*

Unfortunately, researchers have yet to examine social work student involvement in social work student groups. However, in a related study, Simon, Webster, and Horn (2007) reviewed the benefits of social work student involvement in social work professional organizations. Based on their literature review and personal experimentation in encouraging students to become involved in poster presentations for professional organizations, they documented several perceived benefits of such involvement. Social work professional organizations provide opportunities for networking and opportunities in professional development and leadership to

contribute to the profession. In addition, social work students who become involved in social work professional organizations inherit the support of a community of peers (Simon et al., 2007). Just as membership in a professional organization contributes to a social worker's increased development, membership in a social work student organization contributes to a student's further development in the six core social work values.

### Purpose of the Study

Researchers have yet to pinpoint facilitative and restrictive factors of social work students' involvement in social work student organizations. Despite professional and educational guidelines indicating the importance of social workers' and social work students' involvement, the literature is severely lacking in examining social work student involvement in social work student organizations. Further research needs to be conducted. Not only can social work student organizations provide supplemental learning experiences to students in order to further shape their mastery of social work's core values, but they can also facilitate the involvement of future social workers. Encouraging involvement in social work students will engender involvement in future social workers. This explanatory study identified facilitative and restrictive factors of involvement in order to enhance the social work student experience.

## **Chapter 2: Literature Review**

### **Supplemental Educational Experiences**

The literature is replete with templates for creating supplemental educational experiences and their documented benefits. Service-learning—a pedagogical method that incorporates community service into an educational setting—is a supplemental experience that allows a partnership to form between the social work students who learn essential skills and the communities that receive their assistance (Lemieux & Allen, 2007). One example of a service-learning opportunity studied was a community-based partnership between primary schools and a local university, in which social work students coached groups of school children to create and implement betterment projects within their communities. The social work students reported skill development in leadership, time management, goal setting, and policy analysis (Nandan & Scott, 2011). Studies have also researched service-learning opportunities specific to human services students. Hogan and Bailey (2010) found that through service-learning students developed more positive perceptions and attitudes toward substance-dependent mothers. Furthermore, Norris and Schwartz (2009) noted that through service-learning students became more aware of community resources and experienced increased levels of self-esteem and self-confidence, while developing a stronger connection to their communities. Because service-learning experiences aid in the development of essential skills, social work students need to become involved in supplementary opportunities to master the professional core values and educational core competencies.

### **Facilitative and Restrictive Factors of Involvement**

The literature has identified numerous facilitative and restrictive factors of involvement (Astin, 1984; Astin, 1996; Hamilton & Fauri, 2001; McCannon & Bennett, 1996; Mendes, 2007; Montelongo, 2002; Nilsson & Schmidt, 2005; Powell & Agnew, 2007). Because involvement is

a complex concept operationalized through a number of variables, a unanimous consensus of the facilitative and restrictive factors was not established. Despite the diverse assortment of identified factors, the majority of the literature reviewed measured factors that can be categorized into the following groupings: opportunities, environment, motivation, and exposure.

Hamilton and Fauri's (2001) quantitative study surveyed a random sample of 600 from the 32,000 licensed social workers in the state of New York. Of the 600-person sampling frame, 500 were selected and were mailed business-reply self-mail questionnaires three separate times. Hamilton and Fauri measured participants' political involvement. After achieving a 48% response rate, they found that the major facilitative factors of political participation were political efficacy and active membership within a professional organization. Despite their data collection instrument's lack of reliability or validity, the information gathered matched the results collected from the American National Election survey that is distributed annually (Hamilton & Fauri, 2001). The study's large sample size is helpful in distinguishing key factors pertaining to motivation and exposure.

In a qualitative study conducted in Australia, Mendes (2007) administered a semi-structured open-ended questionnaire to ten social workers engaged in political activism. Results demonstrated that exposure to involvement was a precursor to involvement after college. Participants indicated exposure to involvement through relevant major courses and field placement in college, a previous career, a mentor, and personal hardship (Mendes, 2007). Personal belief systems, a participant's available resources, organizational support, and a commitment to activism before college were integral to involvement as well. Though the sample size may be small, the qualitative information gained from the study is pertinent to further understand factors of involvement pertaining to environment, motivation, and exposure.

Rather than measuring political involvement, Nilsson and Schmidt (2005) conducted a quantitative study of 134 counseling and counseling psychology graduate students to determine predictors of involvement in advocacy work. Results indicated that a combination of factors predicted a desire to engage in advocacy work, including the number of major courses taken, age, problem solving skills, concern for others, optimistic worldview, and political interest. Notably, the most significant individual variable to predict desire to become involved in advocacy work was political interest. Actual involvement could then be predicted when political interest was measured with the desire to become involved (Nilsson & Schmidt, 2005). This study serves to demonstrate the utility of studying involvement within a single major and identifies several factors pertaining to motivation and exposure.

Several studies point toward environmental factors that both facilitate and restrict student involvement (Astin, 1984; McCannon & Bennett, 1996; Mendes, 2007; Montelongo, 2002). Students indicated that job responsibilities kept them from engaging in involvement due to the lack of extra time (McCannon & Bennett, 1996). On the other hand, Astin (1984) found that higher retention rates are correlated to students' obtainment of on-campus jobs, in addition to living on-campus in residence halls. Both facilitate stronger attachment to college life, especially when compared to the weaker attachment of commuters (Astin, 1984). Institutional structures were also noted. The larger the institution the more opportunities a student had to engage in involvement (Montelongo, 2002).

Factors of motivation have been considered in other studies as well. McCannon and Bennett (1996) found that study participants engaged in involvement based on extrinsic motivational factors like career building—wanting to reference membership on a resume and networking—wanting to meet individuals with similar interests. Student leaders sampled three



years in a row from the College of Agriculture's Leadership Conference were surveyed to determine what they expected from their involvement in student organizations. The majority of participants indicated an expectation of scholarship opportunities and professional development, representing extrinsic factors of motivation. A need for interdisciplinary involvement was also noted in that students indicated a preference to network with students outside of their majors. Similar to a study referenced by Montelongo (2002), this study additionally endeavored to find relationships between demographic characteristics and students' levels of involvement, but, like previous cases, could not do so due to the small sample size. Important factors pertaining to motivation can be gleaned from the study, although the findings cannot be generalized because the sample size was unrepresentative of the general student population (Powell & Agnew, 2007).

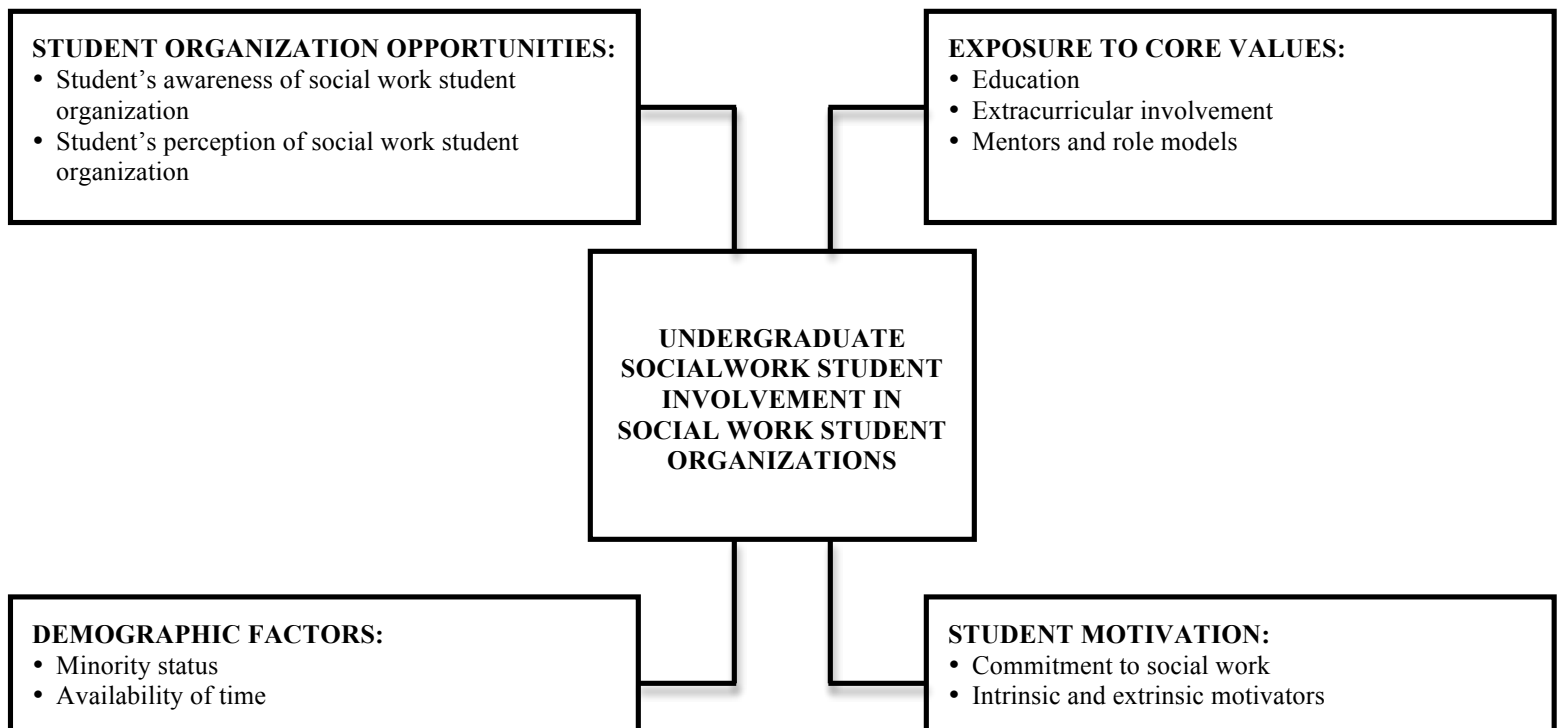
To summarize the reviewed literature, numerous activities that facilitate student success have been identified, from organized institutional experiences like service-learning opportunities, membership in professional organizations, major courses, and field placement to a student's personal experiences like identifying a mentor and enduring personal hardship. These experiences initiate positive outcomes including the development of skills, increased self-esteem and self-confidence, and increased levels of involvement after college. The literature indicates that student success in experiences of involvement is partly dependent upon political efficacy or competence, personal belief system, available resources, commitment to activism before college, and the desires to build a career and meet people with similar interests. Conversely, research shows that involvement is restricted by job responsibilities and the lack of time that results. While research identifies the activities that promote student success and documents the subsequent outcomes, further explanation needs to be provided as to why students choose to or choose not to engage in organized opportunities of involvement.

## Chapter 3: Methodology

### Theoretical and Conceptual Framework

The conceptual framework was created based on the four categories of engagement outlined in the Zepke and Leach (2010) literature review—student agency and motivation, educators, institutional structures and cultures, and environmental factors—as well as the student involvement theory developed by Astin (1984). This theory defines involvement as the amount of physical and psychological energy a student devotes to his or her academic experience. While a student’s motivation is important, the behavioral manifestation of motivation is even more so. Therefore, Astin proposed: (1) Involvement occurs along a continuum; (2) Involvement is quantitative based on how much time a student spends doing something; involvement is qualitative based on how focused the student’s time is; and (3) The quantitative and qualitative aspects of involvement are directly proportional to the extent of the outcomes of involvement—the amount of personal development and learning.

**FIGURE 1. Conceptual Framework**



### Research Design

To determine the facilitative and restrictive factors related to undergraduate social work student involvement in social work student organizations the researcher implemented a non-experimental cross-sectional study design. Study participants were asked to complete a single online survey that was designed to answer the following three research questions:

- 1) What factors facilitate involvement in social work student organizations?
- 2) What factors restrict involvement in social work student organizations?
- 3) Is there a relationship between a student's demographic characteristics and his or her level of involvement?

These questions were answered by means of an online questionnaire, developed through the Lime Survey program, and administered to a sample of students from the CSWE accredited Bachelor of Social Work (BSW) programs in Ohio.

### Data Collection Procedure

The data collection process began after approval of the study from The Ohio State University's Institutional Review Board. All data were collected by means of an untimed online survey that was posted online before the recruitment of study participants began. The survey was piloted with 20 non-social work undergraduate students from The Ohio State University, 10% of the minimum sample size, to test the survey's face validity. The survey was not piloted on current undergraduate social work students from The Ohio State University because they were eligible to participate in the actual online survey.

The researcher sent a study participant recruitment email along with the web link to the online survey to the BSW program directors who confirmed participation. A reminder email was also sent to the participating BSW program directors to forward along to students. All

participation was voluntary, however, an incentive was provided since response rates are often low for online surveys. At the beginning of the survey, participants had the option to submit their email addresses in order to be entered into a random drawing for one of ten \$25 gas cards. While there was no time limit designated for the online survey, study participants were restricted to complete the survey in one attempt. Study participants should have been able to complete the survey within 10 minutes.

### Sampling Procedure

Study participants were recruited using purposive sampling, a deliberate, non-random sampling method. Any undergraduate social work student enrolled in one of the 26 CSWE accredited Ohio BSW programs was eligible to participate in this study. Survey respondents volunteered to participate in the survey and were not randomly selected. Due to the sample being based on those who self-selected to participate, estimates of sampling error cannot be calculated. The findings are based solely on the responses and are not generalizable to the entire population of Ohio social work students.

The sample was collected with the assistance of the BSW program directors. A printed recruitment letter described the purpose of the study, noted the approximate length, indicated that participation was voluntary, and requested that the web link to the online survey be distributed to all current undergraduate social work students, including pre-social work students. A sample survey was also included to establish confidentiality, as well as a cover letter of support from the Executive Director of the NASW-Ohio Chapter, Danielle Smith. The researcher then emailed the BSW program directors to confirm assistance. BSW program directors who did not respond received a phone call from the researcher during the following week.

### Sample

The target sample for this study was originally set at 695, one fourth of the 2,779 BSW students enrolled in accredited programs in Ohio (CSWE, 2010). This was ambitious, however, as some programs did not provide access to students. Given the statistical procedures that were planned for this study, the minimum sample size was more realistically set at 200. Data collection yielded a cross-sectional sample of 482 undergraduate social work students (response rate of 17.3%), representing 15 of the 26 CSWE accredited BSW programs in Ohio (response rate of 57.7%). Both private, 25.8% (n = 117), and public institutions, 74.2% (n = 337), were represented within the sample.

### Measurement

The online survey was designed to determine the factors that differentiate undergraduate social work students who are involved in social work student organizations from undergraduate social work students who are not involved. A combination of both qualitative and quantitative questions was generated based on the facilitative and restrictive factors that were identified in the reviewed literature. In order to increase the response rate, survey questions were then grouped together to create a logical format conducive to study participants' ease in completion of the survey. The survey began with general questions regarding the study participant's demographics and concluded with questions regarding facilitative and restrictive factors of involvement pertinent to the research.

The dependent variable in this study was the undergraduate social work student's involvement. Involvement was defined as participation in any activity that contributes to a student's further development in any of the six social work core values as defined by the NASW Code of Ethics. The independent variables of involvement assessed in the survey were student

organization opportunities, demographic factors, student motivation, and exposure to core values.

### *Student Organization Opportunities*

Student organization opportunities were operationalized as two variables—a student’s awareness of a social work student organization and a student’s perception of the social work student organization. A student’s awareness of a social work student organization was measured by the following question: “Does your social work program have at least one social work student organization?” A student’s perception of the social work student organization was measured by the following question: “How many social work student organizations does your undergraduate social work program have?”

### *Demographic Factors*

Demographic information included the following variables that were specifically identified as significant in the results of the previous literature reviewed: gender (Powell & Agnew, 2007), age (Nilsson & Schmidt, 2005), racial or ethnic identification (Kuh, 2001; Pace & Kuh, 1998), marital status (Pace & Kuh, 1998), and type of residence and cohabitants (Astin, 1984; Pace & Kuh, 1998). Demographic factors were operationalized as two variables—a student’s minority status and a student’s availability of time. A student’s minority status was measured by his or her identification of gender and race or ethnicity. A student’s availability of time was measured by his or her responses to marital status, cohabitants, number of children, enrollment characterization, social fraternity or sorority membership and student-athlete status, and hours per week spent preparing for class, working on- or off-campus, participating in extracurricular activities, relaxing and socializing, providing care for dependents, and commuting to class.

### *Exposure to Core Values*

Exposure to core values was operationalized as three variables—education, extracurricular involvement, and mentors and role models. Education was measured by a student's number of completed social work courses and field placement. The variable of extracurricular involvement had three measures. First, extracurricular involvement was measured by a student's indication of current or previous membership. Membership included association with undergraduate social work student organizations and association with non-social work student organizations. Second, extracurricular involvement was measured by a student's indication of participation in volunteer activities that promoted values similar to the core values of social work. Volunteer activities referred to those that were not required for a student's academic credit or membership in an organization. Third, extracurricular involvement was measured by a student's indication of either or both active membership and formal leadership position in the aforementioned categories of extracurricular involvement. Active membership referred to regularly attending meetings and events hosted by the organization. The variable, mentors and role models, was measured by the following question: "Do you have a mentor or role model who embodies the core values of social work? Select all that apply."

### *Student Motivation*

Student motivation was operationalized as two variables—commitment to social work and intrinsic and extrinsic motivators. A student's commitment to social work was measured by the following questions: "Do you intend to pursue an advanced degree in social work?" and "Do you intend to pursue a career in social work?" The thirteen-item Activity-Feeling States (AFS) Scale (Reeve & Sickenius, 1994) measured a student's intrinsic motivators. Additional intrinsic motivators and a student's extrinsic motivators were measured by a student's selected reasons for

involvement or lack of involvement in undergraduate social work student organizations, non-social work student organizations, and volunteer activities.

For further details regarding measurement of the independent variables, see Appendix C for a copy of the questionnaire.

### Data Analysis

Upon completion of the data collection, the raw data were downloaded from Lime Survey to IBM SPSS Statistics, Version 20.0 software for analysis and coded and cleaned for inconsistent and missing responses. Frequencies were conducted to describe the sample and determine the most common self-identified reasons students were or were not involved. In addition to descriptive statistics, multiple logistic regression analyses were conducted to assess the characteristics of active members and non-members with simultaneous entry of the following variables: student organization opportunities—including awareness of social work student organization (0 = No, 1 = Yes), number of social work student organizations (0 = I don't know, 1 = 1, 2 = 2, 3 = 3+), type of institution (0 = private, 1 = public); demographic factors—including gender (0 = male, 1 = female), race (0 = other, 1 = White; 0 = other, 1 = Black), age, LGBT community member (0 = No, 1 = Yes), marital status (0 = not currently in a relationship, 1 = currently in a relationship), distance of residence from institution (0 = car/bus distance, 1 = walking distance), type of cohabitants (0 = other, 1 = live alone; 0 = other, 1 = live with other students; 0 = other, 1 = live with family), number of children (0 = do not have children, 1 = have or expecting children), transfer status (0 = transferred from another institution, 1 = started here), type of enrollment (0 = part-time, 1 = full-time), GPA, time spent preparing for class, work at on-campus job (0 = no, 1 = yes), time spent working at off-campus job (0 = 0, 1 = 1-15 hours, 2 = 16-25 hours, 3 = 25+ hours), time spent relaxing and socializing, provide care for dependents



(0= no, 1 = yes), time spent commuting to class, social fraternity or sorority member (0 = no, 1 = yes), student athlete (0 = no, 1 = yes); exposure to core values—including number of social work courses (1 = 1-3, 2 = 4-6, 3 = 7-9, 4 = 10-12, 5 = 13+), social work field placement (0 = no, 1 = yes), active social work student organization member (0 = other, 1 = active), never social work student organization member (0 = other, 1 = never a member), formal leadership position in social work student organization (0 = no, 1 = yes), active non-social work student organization member (0 = other, 1 = active), never non-social work student organization member (0 = other, 1 = never a member), formal leadership position in non-social work student organization (0 = no, 1 = yes), volunteer involvement (0 = no, 1 = yes), type of mentor (0 = no, 1 = parent; 0 = no, 1 = spouse or partner; 0 = no, 1 = other relative; 0 = no, 1 = friend; 0 = no, 1 = religious leader; 0 = no, 1 = primary or secondary education teacher; 0 = no, 1 = social work student; 0 = no, 1 = social work faculty; 0 = no, 1 = social work program staff; 0 = no, 1 = professional; 0 = no, 1 = supervisor; 0 = no, 1 = other); and student motivation—including advanced degree in social work (0 = no or I don't know, 1 = yes), career in social work (0 = no or I don't know, 1 = yes), autonomy (7-point scale), competence (7-point scale), and relatedness (7-point scale).

## **Chapter 4: Findings**

### **Student Organization Opportunities**

Of the 482 survey respondents, 74% were students who attended public institutions (n = 337) with the remaining 26% being private institution students (n = 117). The majority was aware of at least one social work student organization at their institution (n = 453), with 45% indicating one social work student organization (n = 127), 36% indicating two organizations (n = 100), and 19% indicating three or more organizations (n = 53).

### **Demographic Factors**

As seen in Table 1, almost 90% of the sample identified as female (n = 406) with the remaining 10% identifying as male (n = 47). The composition of racial or ethnic identities were 76% white (n = 351), 18% black or African American (n = 85), 3% Hispanic/Latino, .7% Asian (n = 3), and 2% other (n = 9). Age of the sample ranged from 18 to 71 with 14% of the sample identifying as 21 (n = 65). Nine percent of the sample indicated membership within the LGBT community (n = 37). Seventy seven percent were not in a relationship at the time of the survey (n = 350), while 23% were currently in a relationship (n = 105). Similarly, 65% of the sample did not have children (n = 303) while 35% did or were expecting (n = 160). Nearly 64% of respondents indicated their residence was within driving distance of the institution attended (n = 290), in comparison to only 36% who indicated living within walking distance (n = 167). A little over half of the sample resided with family (n = 245); the other half lived alone or with other students (n = 217). Full-time students made up 87% of the sample (n = 390) with 42% having transferred from another institution (n = 187). A small percentage of respondents were members of social fraternities or sororities at 7% (n = 31) and student athletes at a mere 3% (n = 13). GPA ranged from 1.75 to 4.0 with 3.0 provided most often (n = 47) followed by 4.0 (n = 27). Half of

the sample indicated spending more than 20 hours per week preparing for class (n = 244); the other half indicated spending less than 20 hours per week (n = 223). Only 31% maintained an on-campus job (n = 144), 65% worked at an off-campus job. Fifty four percent provided care for dependents living with them (n = 251). One quarter of the sample identified spending 30 or more hours relaxing and socializing (n = 117).

**TABLE 1. Demographic Factors**

<b>Variable</b>	<b>Frequency</b>	<b>%</b>
Gender		
Female	406	89.6
Male	47	10.4
Race		
White	351	76.1
Black or African American	85	18.4
Hispanic/Latino	13	2.8
Asian	3	.7
Other	9	2.0
Type of Institution		
Public	337	74.2
Private	117	25.8
Distance Lived from Campus		
Driving Distance	290	63.5
Walking Distance	167	36.5
Cohabitants		
Living with Family	245	53.0
Not Living with Family	217	47.0

### Exposure to Core Values

Table 2 illustrates the 29% of respondents who had taken only one to three social work courses at the time the survey was taken (n = 122). Twenty one percent had taken four to six courses (n = 88), 16% had taken seven to nine (n = 65), 17% had taken ten to twelve (n = 70), and 18% had taken thirteen or more courses (n = 73). Additionally, 39% indicated social work field placement status (n = 172). While 26% reported active membership within a social work student organization (n = 102), 53% reported never having been members (n = 210), as is noted

in Table 2. The remaining 21% fell into the non-active member or former member categories (n = 83). Of those who identified as active members, 34% held a formal leadership position within the organization (n = 34). Thirty three percent reported active membership within a non-social work student organization (n = 124), 55% were never members of a non-social work student organization (n = 206), and the remaining 12% identified as either non-active or former members (n = 45). Fifty five percent of the active non-social work student organization members maintained a formal leadership position within the organization (n = 65). Only 27% of respondents indicated that they did not volunteer (n = 105) with 73% indicating volunteer involvement (n = 287). Finally, 63% identified having a mentor (n = 244). Upon requesting further identification of their mentor or mentors, 25% of respondents selected a family member (n = 116), 22% social work faculty (n = 101), 20% friend (n = 94), 17% professional (n = 79), 13% social work program staff (n = 59), 12% religious leader (n = 56), 10% social work student (n = 47), 8% supervisor (n = 38), and 4% primary or secondary education teacher (n = 17).

**TABLE 2. Exposure to Core Values**

<b>Variable</b>	<b>Frequency</b>	<b>%</b>
Number of SWK Courses		
1-3	122	29.2
4-6	88	21.1
7-9	65	15.6
10-12	70	16.7
13+	73	17.5
SWK Organization Member		
Active Member	102	25.8
Non-Active Member	68	17.2
Former Member	15	3.8
Never Member	210	53.2
Volunteer Involvement		
Yes	287	73.2
No	105	26.8

### Student Motivation

At 93%, the vast majority affirmed their pursuit of a career in social work (n = 374) with 72% intending to pursue an advanced social work degree (n = 285). The Activity Feeling Scale generated three measures—autonomy, competence, and relatedness. Eleven percent of respondents scored a 5.5 out of 7 in autonomy (n = 40), 19% scored a 7 out of 7 in competence (n = 68), and 12% scored a 7 out of 7 in relatedness (n = 42).

### Self-Identified Reasons for Participation and Non-Participation

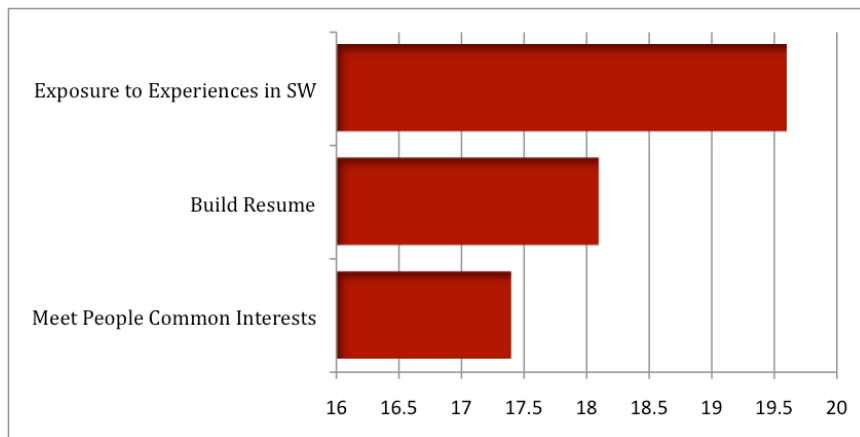
As noted in Figure 2, respondents who maintained active membership in social work student organizations chose the following options for reasons why they participated: 20% exposure to experiences in social work (n = 91), 18% building one's resume (n = 84), 17% meeting people who share a common interest (n = 81), 16% to have an impact or to help someone (n = 76), 15% for volunteer experience (n = 69), 14% to learn something new (n = 64), 14% for fun (n = 63), 13% to demonstrate a commitment to a certain belief or cause (n = 61), 12% to gain leadership skills (n = 57), 9% to share skills (n = 42), 7% to be challenged (n = 31), 6% for recognition (n = 26), 2% to feel needed (n = 9), and .4% guilt (n = 2). Respondents who did not maintain active membership chose the following for reasons why they did not participate, as depicted in Figure 3: 38% lack of time (n = 176), 32% time conflict with meetings or events (n = 149), 18% unawareness of activities (n = 82), 10% too time-consuming (n = 47), 6% not inspired (n = 27), 5% not enough benefits in participation (n = 23), 5% don't feel qualified (n = 21), 4% available activities aren't interesting (n = 17), 3% too difficult to become involved (n = 16), and 2% available activities aren't fun (n = 7).

Respondents who participated in non-social work student organizations indicated the following as their reasoning behind doing so: 18% to have an impact or to help someone (n =

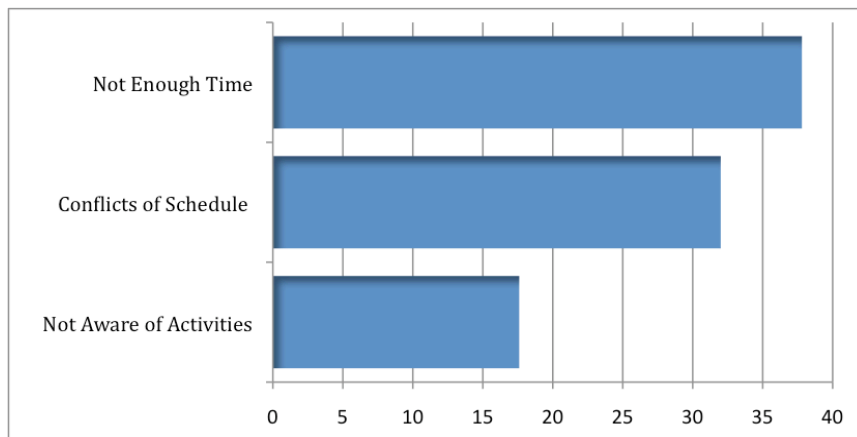
84), 18% to meet people who share a common interest (n = 82), 17% for fun (n = 78), 16% to gain leadership skills (n = 73), 14% to meet people outside of social work (n = 63), 13% to build one's resume (n = 62), 13% to learn something new (n = 62), 13% to demonstrate commitment to a certain cause or belief (n = 61), 13% for volunteer experience (n = 59), 13% to be challenged (n = 58), 11% to share skills (n = 50), 9% for religious or spiritual reasons (n = 40), 5% for recognition (n = 21), 3% to feel needed (n = 13), and .4% guilt (n = 2). Explanations for lack of involvement in non-social work student organizations included: 35% not enough time (n = 162), 20% time conflict with meetings or events (n = 93), 12% too time-consuming (n = 57), 11% not aware of activities (n = 53), 6% not inspired (n = 27), 4% too difficult to become involved (n = 20), 3% don't feel qualified (n = 13), 3% available activities aren't interesting (n = 12), 2% not enough benefits in participation (n = 8), and 2% available activities aren't fun (n = 7).

Those respondents who volunteered cited the following explanation: 53% to have an impact or to help someone (n = 248), 35% to learn something new (n = 163), 33% to demonstrate commitment to a certain cause or belief (n = 157), 30% to share skills (n = 138), 29% to build one's resume (n = 137), 29% for fun (n = 134), 28% to meet people who share a common interest (n = 130), 27% to gain leadership skills (n = 125), 26% because of personal experience with a problem, illness or cause (n = 119), 19% to be challenged (n = 90), 19% for religious or spiritual reasons (n = 90), 18% to fulfill one's civic duty (n = 83), 18% to feel needed or to feel good (n = 82), 3% for recognition (n = 14), and .2% guilt (n = 1). Explanations for lack of volunteerism included: 16% not enough time (n = 76), 7% not aware of activities (n = 32), 5% too time-consuming (n = 21), 2% too difficult to become involved (n = 10), 1% don't feel qualified (n = 5), .9% not inspired (n = 4), .6% not connected to problem/illness (n = 3), .2% available activities aren't interesting (n = 1), and .2% available activities aren't fun (n = 1).

**FIGURE 2. Self-Identified Reasons Why Students Participate**



**FIGURE 3. Self-Identified Reasons Why Students Do Not Participate**



### Results of Logistic Regression Analyses

The first analysis examined variables associated with active membership in social work student organizations. As seen in Table 3, the analysis was significant ( $p < .001$ ), and four of the variables were positive predictors after controlling for all other variables: social work student mentor, active member in other organizations, social work field placement, and volunteer

involvement. A fifth variable was a negative predictor: never a member in other organizations.

Figure 4 illustrates the odds ratio of each positive and negative predictor of membership. Students who identified having a social work student mentor were 2.46 times more likely to be an active member of a social work student organization in comparison to students without a social work student mentor (social work student mentor odds ratio [OR] = 2.46; 95% confidence interval [CI], 1.27, 4.78). Students who were active members of other organizations were 1.87 times as likely to report active membership within a social work student organization (OR = 1.87; CI = 95%, 1.44, 2.42). Additionally, students who reported volunteer involvement were 1.02 times as likely (OR = 1.02; CI = 95%, 1.01, 1.02), just as students who were in field placement were 1.01 times as likely to be active members (OR = 1.01; CI = 95%, 1.00, 1.02). Never having been a member in other organizations was a significant negative predictor of active membership within social work student organizations: the likelihood of being an active member decreased to .54 (OR = .54; CI = 95%, .42, .70).

**TABLE 3. Active Membership**

<b>Variable</b>	<b>Odds Ratio</b>	<b>P &gt;  z </b>	<b>95% Confidence Interval</b>	
SWK Student Mentor	2.46	0.008	1.27	4.78
Active Member in Other Organizations	1.87	0.000	1.44	2.42
Volunteer Involvement	1.02	0.000	1.01	1.02
Field Placement	1.01	0.039	1.00	1.02
Never a Member in Other Organizations	.54	0.000	.42	.70

As seen in Table 4, the second analysis was also significant ( $p < .001$ ) and examined the variables associated with respondents who had never been members of social work student organizations. Two of the variables were found to be positive predictors after controlling for all other variables in the model: type of institution and never having been a member in other organizations. Three other variables were found to be negative predictors: competence, active member in other organizations, and having a social work student mentor.

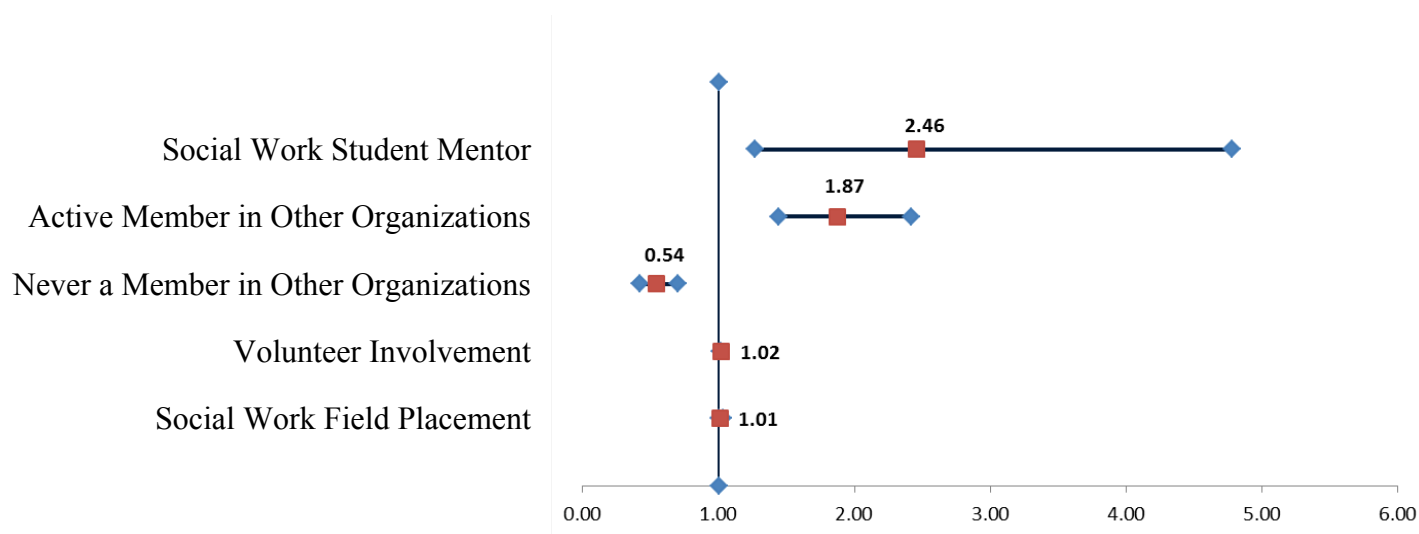


**TABLE 4. Non-Membership**

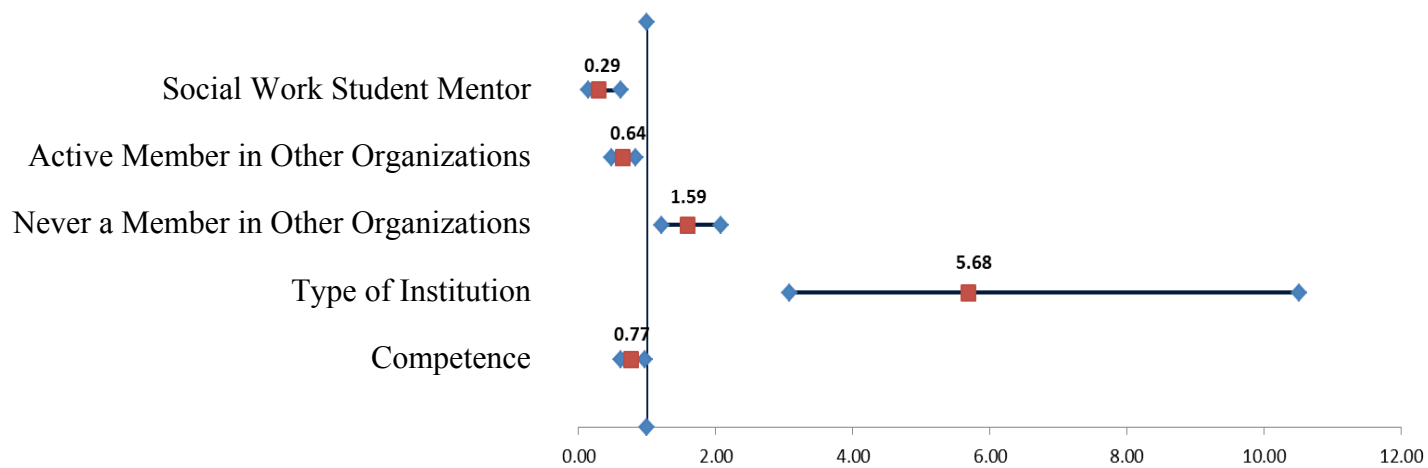
<b>Variable</b>	<b>Odds Ratio</b>	<b>P &gt;  z </b>	<b>95% Confidence Interval</b>	
Type of Institution	5.68	0.000	3.07	10.52
Never a Member in Other Organizations	1.59	0.001	1.22	2.08
Competence	.77	0.000	.61	.97
Active Member in Other Organizations	.64	0.039	.47	.83
SWK Student Mentor	.29	0.000	.14	.61

Figure 5 illustrates the odds ratio of each positive and negative predictor of non-membership. The likelihood of a public institution student never having been a member of a social work student organization, compared to students who attended private institutions, was 5.68 times (OR = 5.68; CI = 95%, 3.07, 10.52). Students who had never been members of other organizations were 1.59 times as likely to report never having been an active member of a social work student organization (OR = 1.59; CI = 95%, 1.22, 2.08). Students who scored high in competence, were active members of other organizations, and had social work student mentors were .77 (OR = .77; CI = 95%, .61, .97), .64 (OR = .64; CI = 95%, .47, .83), and .29 (OR = .29; CI = 95%, .14, .61) times as likely, respectively, to not be included in the non-membership category.

**FIGURE 4. Adjusted Odds Ratio for Active Members in Social Work Organizations**



**FIGURE 5. Adjusted Odds Ratio for Non-Members in Social Work Organizations**



## **Chapter 5: Conclusions and Discussion**

The discovered results further establish the disconnect that occurs between students learning the core values in the classroom and prioritizing their implementation of those core values through involvement. While the majority of the sample indicated their intentions to develop a career in the profession of social work, only one fourth of those pursuing social work identified as active members of a social work student organization. Respondents self-identified the most common obstacles to involvement as lack of time (38%), scheduling conflicts (32%), and unawareness of activities (18%) and the most common facilitative factors as exposure to experiences in social work (20%), building one's resume (18%), and meeting people who share a common interest (17%). These results confirm the findings of McCannon & Bennett's study (1996) that determined lack of time restricted involvement, while the desires to build a career and meet people with shared interests facilitated involvement. As these responses were already fairly common among students' reasoning, other variables were examined to further dissect the facilitative and restrictive factors of involvement.

With 482 survey respondents, this study's larger sample size allowed for comparisons between demographic factors and students' membership, a comparison that was previously restricted due to smaller sample sizes (Powell & Agnew, 2007). The resulting demographic factors used to measure a student's minority status were not as impacting as was predicted by previous studies (Powell & Agnew, 2007; Nilsson & Schmidt, 2005; Kuh, 2001; Pace & Kuh, 1998; Astin, 1984), neither was a student's availability of time. Type of institution, however, was found to be most influential. Based on previous research cited by Montelongo (2002), the researcher initially hypothesized that public institution students would be more likely to participate than their private institution counterparts because public institutions are generally

larger and thus can provide more opportunities. The data directly contradicted this assumption. The strongest indicator of a non-member in a social work student organization was the type of institution—students of public institutions were less likely to participate than students of private institutions.

As predicted, the level of exposure to the core values of social work seemingly correlated to active membership within a social work student organization. Multiple logistic regression analyses indicated that respondents who specified volunteer involvement and who were in field placement at the time of the survey were two of the four most significant positive predictors of active membership—a finding confirmed by Mendes' (2007) study identifying field placement as a source of exposure to involvement that facilitated social workers' political activism. From these results, it can be concluded that students who are invested in their education and more closely connected to the field of social work are more likely to also be active members of social work student organizations. Furthermore, students who maintain active membership within social work student organizations grasp the core values of social work and prioritize engaging in these values beyond the classroom.

Being an active member in other organizations outside of social work was a positive predictor of active membership and never having been a member of any student organization was a positive predictor of non-membership. It can be accordingly surmised that students who are active members of social work student organizations readily understand the value of student organization involvement when compared to their counterparts. Foubert and Grainger (2006) queried the concept of natural gravitation, asking whether organizations cultivate more developed students or if students who are more developed naturally gravitate to organizations. These findings indicate that previous generation of a student's development is required to initiate

and prioritize involvement. Without prior understanding of the benefits of participation, engagement in one's education and future career, or a prioritization of the core values of social work, students are less likely to maintain active membership.

Despite over half of the sample never having been a member of a social work student organization, a little less than three-fourths of the sample indicated volunteer involvement. When selecting reasons for volunteering, respondents yielded noticeably higher percentages per variable than respondents who selected reasons for participating in social work student organizations or non-social work student organizations. Similarly, when respondents identified reasons for lack of volunteer involvement, the results indicated noticeably lower percentages per variable than respondents who selected reasons for not participating in social work student organizations or non-social work student organizations. Respondents thus seemingly better grasped the benefits of volunteering versus the benefits of student organization involvement.

Results also revealed the importance of peer-to-peer connections, as cited by Mendes (2007) and Astin (1996). While only one tenth of the sample identified having a social work student as a mentor, having a social work student as a mentor most often predicted an active member in social work student organizations. In fact, 21 out of the 47 respondents who indicated having a social work student mentor were active members of social work student organizations with 11 identifying as non-active members and 1 identifying as a former member.

## **Chapter 6: Implications and Limitations**

The results uncovered in this explanatory study will better equip social work programs to engage social work students in student organization activities that promote the profession's core values. It is concerning that even with the majority of the sample intending to pursue a career in social work the number of active social work student organization members was alarmingly low. The researcher was initially concerned that students who did not participate in social work student organizations would not complete the survey, hindering any sort of helpful explanation as to why students choose not to become involved. This conjecture was entirely incorrect though, as more than half of the respondents did not consider themselves to be active members of social work student organizations. Indeed, having the majority of the sample respond in this way is indicative of the dire need to increase participation in social work student organizations. The profession cannot expect to produce quality practitioners who are committed to serving their communities without engendering that commitment in students. Therefore, it is integral to the successful continuation and advancement of the profession for social work programs to more actively invest in the professional development of its students.

Social work programs should consider further emphasizing the benefits of student organization involvement as a component of professional development. Students in this sample understood the benefits of volunteer involvement, but seemed to be less certain of the advantages gained through student organization involvement. Incorporating student organizations as sources of professional development into course curriculum or implementing an awareness campaign might generate further understanding of the inherent value of student organization involvement.

Particular attention must be given to the variable, type of institution, considering its massive significance in predicting non-members of social work student organizations. In

combination with the self-identified obstacles, lack of time and scheduling conflicts, the type of institution may indicate the role of a student's socioeconomic status. Students who attend public institutions may need further financial assistance to help address their lack of time.

Having a social work student mentor was the most significant positive predictor of active membership, and as such, should also warrant particular consideration. Social work programs at public institutions might consider identifying more effective avenues of connecting students, perhaps through smaller cohorts. Smaller cohorts might better facilitate students' investment in their education and professional development. Furthermore, creating a student mentorship program, whether formal or informal, would assist in students' link to their programs and provide yet another opportunity to promote professional development.

### Limitations

With 482 respondents from 15 CSWE accredited BSW programs, this study's sample size is respectable and its response rate of 57.7% adequate. A larger sample size with increased participation from all of the BSW programs, however, would enhance generalizability and further establish the discovered results. Internet access was assumed since the target sample population was current undergraduate students. However, online surveys do restrict sampling and respondent availability to some extent. Additionally, online surveys limit the potential to clarify questions for respondents and the possibility of probing answers further, leading to less reliable data. The potential for response bias was inevitable since the sample was composed of those who self-selected to participate in the study.

While the researcher did her best to define how exposure to the social work core values would be measured, the variables used are not all encompassing of exposure and thus gaps could be identified when examining this variable. Additional data analysis could have been conducted

to explore the differences in involvement between students who attended institutions that offer both undergraduate and graduate degrees in social work versus those institutions that only offer an undergraduate degree. Finally, this explanatory study did not implement measures to determine if there are students who simply cannot be motivated to engage in social work student organization involvement. Future research should further define potential outreach techniques and the factors that encourage students to become involved.



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## **Appendix A: Formal Solicitation Letter to Program Administrators**

Dear Social Work Director:

I am writing to invite your social work program to participate in an exciting research project. As the training grounds for future professionals, undergraduate social work programs offer a diversity of learning experiences. In addition to these experiences within academia, social work student organizations can provide supplemental experiences for students that further shape understanding and implementation of the social work profession's core values. Involvement as social work students many times precedes involvement as social work professionals. Therefore, it is important to learn what factors facilitate and restrict students' involvement.

I am proud to introduce to you the research team of BSW student Dorothy Martindale and Dr. René Olate from The Ohio State University, College of Social Work. They will be exploring the facilitative and restrictive factors related to undergraduate social work student involvement. Your undergraduate social work students are invited to participate in this study, and you are invited to be among the first to receive the results of this study.

In order for this project to be a success, we need your help! We are asking you to partner with us in disseminating the online survey to students in your program by forwarding an email containing the link to the survey to your students. The email containing the survey link will be sent to you by Friday, September 21. We will also ask you to forward a reminder email two weeks later.

The student, Dorothy Martindale, will be contacting you shortly to confirm your social work program's participation in this research. I sincerely hope you will partner with NASW in making this exciting research a success.

Sincerely,

Danielle Smith  
Executive Director, NASW-Ohio Chapter

## Appendix B: Student Solicitation Email

Dear Student,

I hope this message finds you well.

In collaboration with the National Association of Social Workers, the College of Social Work at The Ohio State University is conducting **a brief study looking at factors related to involvement in student social work organizations.**

Participation in this brief study is voluntary and takes **about 10 minutes** to complete.

As an incentive, **we are giving away \$25 gas cards to 10 randomly selected participants.**

To begin the brief survey, please click on this link: <https://survey.csw.ohio-state.edu/limesurvey/index.php?sid=78291&lang=en>.

Please remember that reports or presentations made to any audience will be in aggregate form and will not contain personal identifiable information. You can refuse to participate or withdraw at any time without penalty or loss of benefits to which you are otherwise entitled. Your decision to participate or not will not affect your status with OSU or your home institution. Although every effort to protect confidentiality will be made, no guarantee of Internet security can be given as, although unlikely, transmissions can be intercepted and IP addresses can be identified.

For questions about your rights as a participant in this study, or to discuss other study-related concerns or complaints with someone who is not part of the research team, please contact the Office of Responsible Research Practices at 1-800-678-6251.

For other questions about this study, please contact Dr. René Olate at 614-292-9179.

Thank you for your participation!

Dorothy Martindale, BSSW Honors Student  
Dr. René Olate, Assistant Professor  
Danielle Smith, NASW-Ohio Chapter Director

## Appendix C: Online Student Survey Instrument

Thank you for taking the time to participate in this survey. The data you provide will better explain why students do or do not engage in social work student organizations. The survey takes about 10 minutes to complete. This survey is anonymous and the record kept of your survey responses does not contain any identifying information about you.

By agreeing to participate, you may choose to enter a drawing for one of ten \$25 gas cards by submitting your email address in a space provided on the next page. Winners will be contacted via email by Friday, October 19<sup>th</sup>. If you have any questions about the survey, please contact Dr. René Olate via email at [olate.1@osu.edu](mailto:olate.1@osu.edu) or via telephone at (614) 292-9179.

By clicking “Next,” you acknowledge that you have read this information and agree to participate in this research, with the knowledge that you are free to withdraw your participation at any time without penalty.

*If you are interested in winning a \$25 gas card, please enter your email address here:*

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1. Does your social work program have at least one social work student organization?  
☐ Yes  
☐ No
2. How many social work student organizations does your program have?  
☐ 1  
☐ 2  
☐ 3  
☐ 4  
☐ 5+  
☐ I don't know
3. What is your gender?  
☐ Female  
☐ Male  
☐ Other: \_\_\_\_\_
4. What is your current age?
5. What is your race/ethnicity?  
☐ White  
☐ Black or African American  
☐ Asian  
☐ Hispanic/Latino  
☐ Other: \_\_\_\_\_

6. Are you a member of the LGBT community?
- ☐ Yes
  - ☐ No
7. What is your marital status?
- ☐ Not married
  - ☐ Partnered
  - ☐ Married
  - ☐ Separated
  - ☐ Divorced
  - ☐ Widowed
8. Which of the following best describes where you are living now while attending college?
- ☐ Dormitory or other campus housing (not fraternity/sorority house)
  - ☐ Fraternity or sorority house
  - ☐ Residence (house, apartment, etc.) within walking distance of the institution
  - ☐ Residence (house, apartment, etc.) within driving distance of the institution
9. With whom do you live during the school year? (Select all that apply.)
- ☐ No one, I live alone
  - ☐ One or more other students
  - ☐ My spouse or partner
  - ☐ My child or children
  - ☐ My parents
  - ☐ Other relatives
  - ☐ Friends who are not students at the institution I'm attending
  - ☐ Other people
10. How many children do you have?
- ☐ None
  - ☐ Expecting
  - ☐ 1
  - ☐ 2
  - ☐ 3
  - ☐ 4
  - ☐ 5+
11. Which institution do you attend?
- ☐ Ashland University
  - ☐ Bluffton University
  - ☐ Bowling Green State University
  - ☐ Capital University
  - ☐ Cedarville University
  - ☐ Cleveland State University
  - ☐ College of Mount Saint Joseph
  - ☐ Defiance College

- ☐ Franciscan University of Steubenville
- ☐ Lourdes University
- ☐ Malone University
- ☐ Miami University
- ☐ Mount Vernon Nazarene University
- ☐ Ohio Dominican University
- ☐ Ohio State University
- ☐ Ohio University
- ☐ Union Institute and University
- ☐ University of Akron
- ☐ University of Cincinnati
- ☐ University of Findlay
- ☐ University of Rio Grande
- ☐ University of Toledo
- ☐ Ursuline College
- ☐ Wright State University
- ☐ Xavier University
- ☐ Youngstown State University

12. Did you begin college at your current institution or transfer from another institution?

- ☐ Started here
- ☐ Transferred from another institution

13. Are you enrolled full-time or part-time?

- ☐ Full-time
- ☐ Part-time

14. Based on the current academic term, what is your cumulative GPA?

15. How many social work courses have you completed?

- ☐ 1-3
- ☐ 4-6
- ☐ 7-9
- ☐ 10-12
- ☐ 13+

16. Are you currently in or have you previously completed a field placement in social work?

- ☐ Yes
- ☐ No

17. *About how many hours do you spend in a typical 7-day week doing each of the following?*

<b>Activity</b>	<b>Hours/Week (0-30+)</b>
Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)	



Working at job on-campus	
Working at job off-campus	
Participating in extracurricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.)	
Relaxing and socializing (watching TV, partying, etc.)	
Providing care for dependents living with you (parents, children, spouse, etc.)	
Commuting to class (driving, walking, etc.)	

18. Are you a member of a social fraternity or sorority?

- ☐ Yes  
☐ No

19. Are you a student-athlete?

- ☐ Yes  
☐ No

20. Are you a member of an undergraduate social work student organization?

- ☐ Active Member (I regularly attend meetings and events hosted by the social work student organization.)  
☐ Non-Active Member  
☐ Former Member  
☐ No

21. Do you hold a formal leadership position in an undergraduate social work student organization?

- ☐ Yes  
☐ No

22. Please indicate why you are currently involved in an undergraduate social work student organization. (Select all that apply.)

- ☐ For exposure to experiences in social work  
☐ For fun  
☐ For volunteer experience  
☐ For recognition  
☐ Guilt  
☐ To be challenged  
☐ To build my resume  
☐ To demonstrate commitment to a certain cause/belief  
☐ To feel needed  
☐ To gain leadership skills  
☐ To have an impact or to help someone  
☐ To learn something new  
☐ To meet people who share a common interest  
☐ To share my skills  
☐ Other: \_\_\_\_\_

23. Please indicate why you are not currently involved in an undergraduate social work student organization. (Select all that apply.)
- ☐ Available activities aren't fun
  - ☐ Available activities aren't interesting
  - ☐ Don't feel qualified
  - ☐ Not aware of activities
  - ☐ Not enough benefits in participation
  - ☐ Not enough time
  - ☐ Not inspired
  - ☐ Time conflict with meetings and/or events
  - ☐ Too difficult to become involved
  - ☐ Too time-consuming
  - ☐ Other: \_\_\_\_\_
24. Are you a member of a non-social work student organization?
- ☐ Active Member (I regularly attend meetings and events hosted by the non-social work student organization.)
  - ☐ Non-Active Member
  - ☐ Former Member
  - ☐ No
25. Do you hold a formal leadership position in a non-social work student organization?
- ☐ Yes
  - ☐ No
26. Please indicate why you are currently involved in a non-social work student organization. (Select all that apply.)
- ☐ For fun
  - ☐ For recognition
  - ☐ For religious or spiritual reasons
  - ☐ For volunteer experience
  - ☐ Guilt
  - ☐ To be challenged
  - ☐ To build my resume
  - ☐ To demonstrate commitment to a certain cause/belief
  - ☐ To feel needed
  - ☐ To gain leadership skills
  - ☐ To have an impact or to help someone
  - ☐ To learn something new
  - ☐ To meet people outside of social work
  - ☐ To meet people who share a common interest
  - ☐ To share my skills
  - ☐ Other: \_\_\_\_\_
27. Please indicate why you are not currently involved in a non-social work student organization. (Select all that apply.)

- ☐ Available activities aren't fun
- ☐ Available activities aren't interesting
- ☐ Don't feel qualified
- ☐ Not aware of activities
- ☐ Not enough benefits in participation
- ☐ Not enough time
- ☐ Not inspired
- ☐ Time conflict with meetings and/or events
- ☐ Too difficult to become involved
- ☐ Too time-consuming
- ☐ Other: \_\_\_\_\_

Reminder: The term “core values” refers to the social work core values—service, social justice, dignity and worth of the person, importance of human relationships, integrity, and competence—as defined by the NASW Code of Ethics.

28. Do you regularly participate in volunteer activities that promote values similar to the core values of social work? Volunteer involvement includes any activity that is NOT a requirement for academic credit or for membership in an organization.

- ☐ Yes
- ☐ No

29. Please indicate why you are currently involved in volunteer activities. (Select all that apply.)

- ☐ Because of personal experience with a problem, illness, or cause
- ☐ For fun
- ☐ For recognition
- ☐ For religious or spiritual reasons
- ☐ Guilt
- ☐ To be challenged
- ☐ To build my résumé
- ☐ To demonstrate commitment to a certain cause/belief
- ☐ To feel needed or to feel good
- ☐ To fulfill my civic duty
- ☐ To gain leadership skills
- ☐ To have an impact or to help someone
- ☐ To learn something new
- ☐ To meet people who share a common interest
- ☐ To share my skills
- ☐ Other: \_\_\_\_\_

30. Please indicate why you are not currently involved in volunteer activities. (Select all that apply.)

- ☐ Available activities aren't fun
- ☐ Available activities aren't interesting
- ☐ Don't feel qualified
- ☐ Not aware of activities

- ☐ Not connected to problem, illness, or cause
- ☐ Not enough benefits in participation
- ☐ Not enough time
- ☐ Not inspired
- ☐ Too difficult to become involved
- ☐ Too time-consuming
- ☐ Other: \_\_\_\_\_

Reminder: The term “core values” refers to the social work core values—service, social justice, dignity and worth of the person, importance of human relationships, integrity, and competence—as defined by the NASW Code of Ethics.

31. Do you have a mentor or role model who embodies the core values of social work?

- ☐ Yes
- ☐ No

(Select all that apply.)

- ☐ Parent
- ☐ Spouse or Partner
- ☐ Other Relative
- ☐ Friend
- ☐ Primary or Secondary Education Teacher
- ☐ Social Work Student
- ☐ Social Work Faculty
- ☐ Social Work Program Staff (Advisor, Program Director, etc.)
- ☐ Professional
- ☐ Other

32. *Participating in group activities and organizations makes me feel...*

*1 = Strongly Disagree*

*4 = Neutral*

*7 = Strongly Agree*

Capable	1	2	3	4	5	6	7
I belong and the people here care about me	1	2	3	4	5	6	7
Stressed	1	2	3	4	5	6	7
Free	1	2	3	4	5	6	7
Involved with close friends	1	2	3	4	5	6	7
Pressured	1	2	3	4	5	6	7
Competent	1	2	3	4	5	6	7
I'm doing what I want to be doing	1	2	3	4	5	6	7
Uptight	1	2	3	4	5	6	7
Emotionally close to the people around me	1	2	3	4	5	6	7
My skills are improving	1	2	3	4	5	6	7
Free to decide for myself what to do	1	2	3	4	5	6	7

